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ABSTRACT

This order presents regulations on the teacher training requirements for the Danish Folkeskole (municipal primary and lower secondary school). The document is organized into seven chapters. Chapter 1 presents the 4-year program's objectives: to provide preservice teachers with subject-related and pedagogical insights; to train them to cooperate, plan, conduct, and evaluate teaching; and to encourage students to feel committed to and take pleasure from teaching. Chapter 2 addresses program content, both in terms of subjects and subject areas. Chapter 3 deals with optional courses including the teaching of adults. Chapter 4 lists 24 individual subjects and subject areas. Chapter 5, on assessment, indicates that coursework is to be completed by examinations which may be oral, written, or a combination, and that practice teaching shall be completed by an assessment of the student's teaching proficiency. Chapter 6 includes detailed regulations with respect to the curriculum. Chapter 7 gives details on enforcement dates of this order and on the force of the regulations with regard to students who are already in their teacher education program. (LL)

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Education in Denmark

ED 365 663

Order No. 261 of 15 April 1992

Order on the Training of Teachers for the Danish Folkeskole

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1993

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Pursuant to sections 2 (6), 3, 18 (2), and 19 (2) of Act no. 410 of 6 June 1991 on the training of teachers for the Danish Folkeskole (municipal primary and lower secondary school), the following shall apply:

Chapter 1

Aims and structure of the course

1. (1) It is the aim of the teacher training programme

1) that the students acquire a subject-related and pedagogical insight and a practical basis for their activities in the Folkeskole and for other activities related to teaching and presentation,
2) that the students - by use of their theoretical and practical qualifications - are trained to cooperate and plan, conduct and evaluate teaching,
3) that the personal development of the students is furthered through independent work with the subject-matter, through cooperation and through joint responsibility for their education, and
4) that endeavours are made to make the students feel committed to and take pleasure in the work with children and adults enrolled in education.

2. (1) The course shall be of 4 years' duration and shall consist of a 1st part and a 2nd part, each of 2 years' duration.

(2) The course shall include teaching practice for a total duration of 20 weeks.

(3) The duration of the course indicates the number of student full-time equivalents on which the planning of the course is to be based. One student full-time equivalent constitutes the workload of a full-time student for a whole year.

Chapter 2

The content of the course

3. (1) The 1st part of the course shall comprise the following subjects and subject-areas which form part with the indicated percentage of the workload of a full-time student for 2 years:

1) Danish (with knowledge of Norwegian and Swedish), handwriting, rhetorics, Christian studies and history/social studies ..... approx. 32%
2) Arithmetic/mathematics and science ..... approx. 18%
3) Theory of education and psychology ..... approx. 20%
4) The practical/esthetic subject-area ..... approx. 20%
5) Teaching practice .....approx.10%.

4. (1) The 2nd part shall comprise the following subjects which form part with the indicated percentage of the workload of a full-time student for two years:
1) 1st main subject ..... approx. 30%
2) 2nd main subject ..... approx. 30%
3) General didactics and educational specialization approx. 25%
4) Teaching practice ..... approx. 15%

(2) The colleges of education may offer all the obligatory and optional subjects of the Folkeskole as main subjects.

5. (1) At colleges of education, where the teaching in the main subjects is common to several year groups, the teaching in the one main subject may start in the 2nd year of study, and one or more of the 1st part-subjects may be completed in the 3rd year of study.

(2) The more detailed provisions to this effect shall be laid down in the curriculum, cf. section 20.

6. (1) In all the subjects of the course, the students shall acquire a theoretical and practical basis which enables them to independently compile, systematize, select and present knowledge on the basis of the methodology of the subjects and in accordance with the aims and occupational objective of the course.

(2) In all of the subjects taught in school, the students shall acquire a subject-didactical insight which qualifies them to base their teaching on the general aims of the school and on essential features in relation to the development of society as

well as on the pupils' prerequisites, potential and conditions of development. It shall furthermore qualify them to formulate criteria for the assessment, production and use of teaching materials and other teaching aids. Importance is attached to the fact that this insight into the subjects is acquired in a balanced correlation with the pedagogical subjects and the teaching practice.

(3) The teaching in the main subjects shall build on upper secondary level B or other equivalent education.

(4) The work with the main subjects and the educational specialization shall - by use of knowledge acquired at an academic level - strengthen the subject-related insight of the students and in particular qualify them to elaborate on problems relating to the development in school. All main subjects and the educational specialization shall comprise an area chosen by the student.

(5) All the subjects of the teacher training programme shall include the possibilities provided by the new information technologies.

(6) In all subjects, the teaching shall focus on qualifying the students to coordinate their experience from different subjects independently or in cooperation with others.

7. (1) In connection with the determination of the curriculum of the college, cf. section 20, it shall be ensured that the students will at some point of time during the course be given the chance to work with general topics of significant importance to the functions of a teacher, including questions relating to ethics, human rights, the cooperation between the school and the parents as well as the tasks and possibilities of the school in the society of the future.

8. (1) The joint influence and responsibility of the students shall be furthered through their participation in the work with the organisation, content and planning of the course and the teaching.

Chapter 3

Optional courses

9. (1) The college of education shall offer the students a course which is aiming at the teaching of adults, cf. section 11, appendix 1.

(2) The course shall be completed by an internal examination, cf. section 13 (2) and section 14 (2).

10. (1) The college of education may offer students

1) participation in choir singing and ensemble playing,
2) courses in other topics and activities directed at the work areas of a teacher, including the course for swimming instructors,
3) supplementary subject-related courses in main subjects.

Chapter 4

The individual subjects

11. (1) With regard to the aims of the individual subjects/subject-areas, reference shall be made to the following appendices:

1. The educational subjects (common aims, general didactics, psychology, educational studies, educational specialization, pedagogics in relation to adult education).
2. The practical-esthetical subject-area (visual art and design), sport (1st part), music (1st part), interdisciplinary course).
3. Visual art.
4. Biology
5. Danish (1st part), Danish (2nd part).
6. English.
7. French.
8. Geography.
9. History
10. History/social studies.
11. Home economics.
12. Handicraft.
13. Sport (2nd part).
14. Chemistry/physics with astronomy.
15. Christian studies (1st part), Christian studies/religious education (2nd part).
16. Music (2nd part).
17. Natural science.

18. Teaching practice.
19. Arithmetic/mathematics (1st part), mathematics (2nd part).
20. Rhetorics.
21. Contemporary studies.
22. Writing.
23. Woodwork/metalwork.
24. German.

Chapter 5

Assessment

12. (1) The subjects/subject-areas shall be completed by examinations which may be oral, written and practical or a combination hereof. The teaching practice shall however be completed by an assessment of the student-teacher's teaching proficiency, cf. section 16 (5).

(2) The final examination in the individual subject/subject-area can be limited in extent through written or practical substitution assignments or through compulsory participation in well-defined courses. More detailed rules to this effect shall be laid down in the curriculum, cf. section 20.

(3) The substitution paper shall be approved by the teacher.

13. (1) The examination forms shall ensure that the students are assessed individually.

(2) At the assessment, marks are given according to the 13-point marking scale as laid down in the regulations pertaining to marking in higher education. Each subject shall be completed by one examination mark. The assessment of passed/failed shall be used in the subjects of teaching practice and rhetorics.

(3) At all examinations involving written work, the assessment shall put an emphasis both on the subject-related content and on the written presentation.

(4) The examinations can be organised as individual examinations, group examinations or as a combination of these examination forms.

(5) On the basis of an integrated course of study, an examination can be common to two subjects (joint examination).

One mark shall be given in each subject.

(6) The more detailed rules pertaining to the examination forms in the individual subjects shall be laid down in the curriculum, cf. section 20.

14. (1) The examinations are either internal or external.

(2) At an internal examination, the assessment shall be made either by the examiner(s) alone or by the examiner(s) together with one or more external examiner(s) appointed by the rector among the teachers of the college or among other teachers attached to the college.

(3) At an external examination, the assessment shall be made by the examiner(s) together with one or more external examiners appointed by the Ministry.

15. (1) In the course of the 1st part, external examinations shall be held in the subjects of Danish and arithmetic/mathematics. The examinations in both subjects comprise a written and an oral examination.

(2) External examinations shall furthermore be held in four of the subjects/subject-areas: Christian studies, handwriting, history/contemporary studies, science, educational studies, psychology, music, sport and visual art and design.

(3) The rector shall decide for each new year group of students which subjects shall be completed by an external examination, but in such a way that in the course of a number of years external examinations have been held in all the subjects mentioned.

(4) Rhetorics and the subjects, which are not completed by an external examination, shall be completed by an internal examination.

(5) At colleges of education which organise the teaching in the main subjects in accordance with section 5, one or more of the subjects under the 1st part may however be completed in the 3rd year of study.

(6) At the end of the 1st part teaching practice period at the latest, the student shall be given guidance on the basis of his/her

teaching practice in a Folkeskole or corresponding school form about his aptitude for teaching children. The guidance shall be expressed in terms of unadvisable/advisable.

16. (1) At the end of the 2nd part, external examinations shall be held in both main subjects, in general didactics and in the educational specialization.

(2) At colleges of education, which commence the course in one of the main subjects in the 2nd year of study, cf. section 5, the final examination can however be held in this subject at the end of the 3rd year of study.

(3) The main subjects of Danish, mathematics, English, French and German are completed by both a written and an oral examination.

(4) The written examinations mentioned in subsection (3) above may be drawn up by the ministry.

(5) The teaching practice shall be completed by an assessment of the student-teacher's teaching proficiency which shall be made on completion of the teaching practice in a Folkeskole or in another form of school.

17. (1) In order to pass the teacher examination, the student must have obtained at least

1) a sum of marks of 6 times the number of marks,
2) the mark of 6 in each of the main subjects, in the educational specialization and in general didactics,
3) the mark of 5 or "passed" in each of the remaining subjects/subject-areas.

18. (1) A student can present himself twice for an examination or for the proficiency assessment in teaching practice. The rector may allow a student to present himself for an examination a third time, if special conditions call for it.

(2) The second and third times a student presents himself for an internal examination, which is only assessed by the examiner, the student can demand the participation of an external examiner appointed by the ministry.

(3) Each examination can be repeated separately. Examinations, in which the assessment of "passed" or the mark of 6 or more are given, cannot be repeated.

(4) If a student repeats an examination in a subject, it shall be the last mark that counts.

19. (1) The college of education shall issue a diploma certifying the completion of the training programme. It shall contain the assessment given in each subject/subject-area.

(2) Students leaving the course without having completed it can upon demand get an attestation of completed examinations and passed teaching practice.

Chapter 6

Other provisions

20. (1) The more detailed regulations regarding the course shall be laid down in a curriculum which shall be approved by the board of governors of the college on the recommendation of the rector. The curriculum or changes herein shall be sent to the Ministry of Education and Research which shall see to it that it is in agreement with the legislation in force.

(2) The curriculum shall contain:

1) A description of the supply and the order of the subjects in the 1st and 2nd part of the course.
2) Provisions regarding the content and extent of the individual subjects/subject-areas, cf. section 2 (3), section 3 and section 4 (1), including the offer of teaching and guidance.
3) More detailed provisions regarding the supply of volontary teaching, cf. sections 9 and 10.
4) Guidelines regarding the planning and organisation of the teaching practice.
5) A description of the possible offer of subject-related supplementary courses in the main subjects, cf. section 10.

6) Provisions regarding examinations, including
   a) examination terms,
   b) examination requirements and examination forms, substitution assignments, participation in the teaching, cf. section 12 (2) as well as group examinations and joint examinations, cf. section 13 (4) and (5).
   c) the holding of examinations, make-up examinations and possible irregularities during examinations, and sanctions in this context.
   d) possible part examinations in individual subjects and the assessment of these, and
   e) the participation of external examiners.
7) Provisions regarding credit transfer and exemption from the course on other grounds, cf. sections 21 and 22.

(3) Stipulations according to (2), items 2, 3 and 5 shall be drawn up so that the final form and content of the teaching can be organised in a cooperation between the teachers and students of the individual teaching units.

(4) The curriculum may contain authority for the rector to make exemptions from rules in the curriculum which have solely been established by the college of education.

(5) The curriculum and significant changes to the curriculum shall come into force at the beginning of a new academic year.

21. (1) Study elements completed at one college of education shall be equivalent to study elements completed at another college of education.

(2) The rector may exempt a student from parts of the course, when it is documented that he has obtained similar qualifications through education or in another way.

22. (1) The rector may organise special study courses or if necessary exempt a student from parts of the course, when the student can present a medical certificate stating that for reasons of health

he is not capable of following the normal course to the full extent.

23. (1) After having heard the opinion of the Joint Council of the Colleges of Education, the Ministry may permit deviations from the stipulations of the order in the case of innovation. When granting the permission, the Ministry shall also determine the duration and form of reporting.

(2) The Ministry may grant exemptions from the stipulations of the order, when special circumstances call for it.

24. (1) Complaints about decisions taken by a college of education pursuant to this order shall be submitted to the management of the college in question. The college may set a deadline for the submission of complaints.

25. (1) Decisions taken by the college of education pursuant to this order cannot be brought before the Ministry of Education and Research, unless the complaint pertains to legal questions.

Chapter 7

Coming into force

26. (1) The order shall come into force on 15 May 1992 and shall apply to students who commence the course on 1 August 1992 or later.

(2) Students, who have commenced the course in the academic year 1991/92 or earlier, shall complete their course according to the regulations in force up till now, however with the changes laid down in accordance with section 19 (2) of the act.

(3) Students, who complete the course in accordance with subsection 2, shall complete it at the summer examination of 1997 at the latest.

(4) Students, who have commenced the course in the academic year 1990/91 or 1991/92, may - according to provisions laid down by the college of education in the curriculum - choose to complete the course in accordance with the provisions of this order.

Ministry of Education and Research, 15 April 1992

BERTEL HAARDER
/Gerhard Jaspersen

Undervisnings
ministeriet

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